

THREE RIVERS COMMUNITY COLLEGE  
**ARCHITECTURAL DESIGN II ARC K213-L ~ A PRACTICUM**

Spring Semester 2012, Thursday 5:30 pm - 9:50 pm

Instructor: Professor Mark Comeau, (885-2387), email mcomeau@trcc.commnet.edu

Grading: Students will be graded on four projects throughout the semester in accordance with the following criteria:

- Implementation of the tenets learned in Design I;
- Depth of design exploration as evidenced by sketches and story-boards;
- Craftsmanship of drawings and model construction;
- Design solutions and creativity.

Course Objectives:

This design course is the capstone of the two year Associate Degree program. Project types will be both individual and group and will consist of four vignettes of expanded scope and solution requirements. Massing and detail model construction will be introduced as students explore design through three dimensions. Building systems are also explored as an integral part of design.

Text: **Form • Space & Order**, Francis D.K. Ching, (and Instructor Supplements)

<b><u>Project 1:</u></b>	<b><u>A Study in: Systems Integration</u></b>	<b><u>Project 3:</u></b>	<b><u>A Study in: Interior Architecture</u></b>
<u>Week 1:</u> 1/19	Project Issued; Program Review, Story Boards	<u>Week 9:</u> 3/15	Project Issued; Program Review, Story Boards
<u>Week 2:</u> 1/26	Schematic Progress; Solution Roll-out/Story Boards	<u>Week 10:</u> 3/22	Project Issued; Program Review/Story Boards
<u>Week 3:</u> 2/02	Design Development; Systems Integration	<u>Week 11:</u> 3/29	Schematic Progress; Solution Roll-out, Concept Sketches
<u>Week 4:</u> 2/09	Review Forum ( <b>Crits</b> ); Presentation Media	<u>Week 12:</u> 4/05	Project Completion ( <b>Crit</b> ); Presentation Drawings & Models
<b><u>Project 2:</u></b>	<b><u>A Study in: Historic Application</u></b>	<b><u>Project 4:</u></b>	<b><u>PRACTICUM PROJECT (TBA)</u></b>
<u>Week 5:</u> 2/16	Project Issued; Program Review, Story Boards	<u>Week 13:</u> 4/12	Project Issued; Program Review, Story Boards
<u>Week 6:</u> 2/23	Schematic Progress; Solution Roll-out/Story Boards	<u>Week 14:</u> 4/19	Schematic Progress; Solution Roll-out/Story Boards
<u>Week 7:</u> 3/01	Design Development; Systems Integration	<u>Week 15:</u> 4/26	Design Development; Systems Integration
<u>Week 8:</u> 3/08	Review Forum ( <b>Crits</b> ); Presentation Media	<u>Week 16/17:</u> 5/03-5/10	Review Forum ( <b>Crits</b> ); Guests Invited

**LEARNING OBJECTIVES:**

- Develop further understanding of the design process (explore, conceive, refine, communicate).
- Develop an understanding of more complex design issues and their solutions.
- Demonstrate working knowledge of the various codes, ordinances and regulations effecting designs.
- Demonstrate working knowledge of program analysis, building design, and systems integration.

**Required Materials:**  
(along with drafting)

- 12" role of cream or white trace
- HB pencils
- prisma-color pencils (muted tones of grays, greens, others)
- prisma-color markers (muted tones of grays, greens, others)

## ACADEMIC PERFORMANCE

### **Lecture Period:**

Students shall respect the classroom environment. Professors invest valuable time in lecture preparation to make the course content organized, interesting, and understandable and to make the learning environment collegial. Unless specifically directed by the professor, students shall refrain from sending email and instant messages, or from engaging in other activities (reading non-course materials, engaging in private conversations and so on), that disrespect the classroom environment and learning conditions for others.

Access to the Internet can be a valuable aid to the classroom learning environment. Students are encouraged to use laptops, smart phones, and other devices in order to explore concepts related to course discussions and topics. Students are discouraged from using technology in ways that distract from the learning community (e.g. Facebook, texting, work for other classes, etc.) and if found doing so, will be asked to leave the classroom for the day and will not get credit for attendance that class period.

### **Assessment:**

Assessment of your mastery of the Courses learning objectives is administered through quizzes, exams, and essays. These are announced with ample preparation time and sometimes a study guide. Upon absence from a class in which an assessment is given, it is the student's responsibility to request, coordinate and schedule, a makeup date and time with the professor. Assessments not made up within one week from when initially given will result a three point reduction from the score earned, per class period lapse.

### **Integrity:**

Any and all exams, papers or reports submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your professor.

In all of your assignments, including homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two), place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses. (See [http://www.plagiarism.org/plag\\_article\\_how\\_do\\_I\\_cite\\_sources.html](http://www.plagiarism.org/plag_article_how_do_I_cite_sources.html) for more information on citing.)

If you are uncertain about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your professor beforehand.

Finally, you should keep in mind that as a member of the Three Rivers Community College community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits.

Be proud of your academic accomplishments and help to protect and promote academic integrity. The consequences of cheating and academic dishonesty may include a formal discipline file, possible loss of financial scholarship or employment opportunities, and denial of admission to a four year college.